

The PGCE Secondary Food and Nutrition course aims to professional development so that you will be equipped to best able to teach the National Curriculum for D&T (Food and Nutrition often sits within this area). By the end of the course, you should have the core competencies in the context of Food and Nutrition and be able to relate them to the knowledge, understanding and skills of your main specialist field to teach to key stage 4 level and beyond. During the course, you will also gain knowledge and understanding of Design & Technology in a wider context.

### Introduction

On entering the course, you will have a relevant food-related degree, and some of you will also have professional/ industrial experience within the catering and food industry.

This Initial overall subject audit ~~is to~~ can be used to help you identify your current knowledge, understanding and skills in the above subject areas and to help you decide where your developmental focus should be. The audits are based on documents from the DfE and the 'Food, A Fact of Life' website.

For each audit below, reflect on each statement and rate your current competence. This will help to determine your future training needs.

### Audit 1: Teaching skills

<b>1. Developing professional competence</b> When teaching, accomplished teachers:		<b>1</b> <b>(Low)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b> <b>(High)</b>
<b>1.1</b>	Ensure that they meet national standards for the subject, such as Accreditation in Secondary Food Health and Safety Standards (which includes Level 2 Food Safety as one of 14 standards).					
<b>1.2</b>	Develop an action plan for professional development (based on a needs analysis audit).					
<b>1.3</b>	Further their professional expertise by selecting appropriate professional development activities, such as shadowing, school visits, practical training in food skills or updating their subject knowledge (through face-to-face events and online training)					

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<b>2. Taking a whole school approach</b> When teaching, accomplished teachers:		<b>1</b> <b>(Low)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b> <b>(High)</b>
<b>2.1</b>	Use their expertise to support the whole school approach to food education and the provision and development of policies, understanding and promoting the position of food education in the health and wellbeing agenda of the whole school.					
<b>2.2</b>	Contribute to whole school planning for food education. Work collaboratively with colleagues to enhance learning opportunities, secure consistency of key concepts and healthy eating messages across all subjects (such as using the UK healthy eating model) and coherence (by sequencing when key concepts are taught across subjects, e.g., science, PSHE and physical education).					
<b>2.3</b>	Use their food lessons to motivate change in behaviour, such as to influence uptake of school lunch choices by allowing pupils to use food lessons to develop school lunch recipes in collaboration with the catering staff.					

<b>3. Teaching the curriculum</b> When teaching, accomplished teachers:		<b>1</b> <b>(Low)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b> <b>(High)</b>
<b>3.1</b>	Develop schemes of work that take into account current educational thinking, best practice, national policies and statutory requirements, for example, the national curriculum programme of study, advice from professional associations (such as the Design and Technology Association), School Food Plan, Ofsted guidance, Public Health England, current healthy eating advice, food safety and examination specifications.					
<b>3.2</b>	Set out a rationale for the scheme of work, including the aims, focus for each school year group, the anticipated starting point and differentiated learning outcomes for pupils, the key skills and knowledge that will be taught and the reason that these have been chosen. Review expectations against a nationally published progression framework or similar.					
<b>3.3</b>	Ensure that the range of food, ingredients and recipes studied comes from the major food groups and reflects the recommended guidelines for a healthy diet;					
<b>3.4</b>	Communicate the aims and content of the scheme of work to a range of audiences, including parents/carers, other teachers and the pupils. Specify the key learning for each activity in terms of skills and knowledge rather than a recipe or project.					
<b>3.5</b>	Prepare stimulating resources that support effective learning.					
<b>3.6</b>	Articulate and justify the resources that will be required to teach the curriculum effectively, safely and inclusively,					

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	such as budget for ingredients, equipment, technician and other learning support.					
<b>3.7</b>	Develop an effective support network to provide a rich learning experience for learners, such as local food businesses, local chefs and food experts.					

<b>4. Managing practical food classes</b> When teaching, accomplished teachers:		<b>1</b> <b>(Low)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b> <b>(High)</b>
<b>4.1</b>	Use effective classroom systems for managing health and safety (such as cleaning and storage of ingredients and cooked dishes, allergens), resourcing practical work (such as shopping) and maintenance of equipment. Contribute to risk assessments					
<b>4.2</b>	Act as role models of good practice for food storage, handling, preparing, cooking and serving food and drinks, including the safe use of equipment.					
<b>4.3</b>	Brief all those who work alongside them in the food classroom on the necessary systems and processes, and ensure that these are followed.					
<b>4.4</b>	Select and demonstrate appropriate teaching strategies during different stages of a practical lesson, such as spot demonstrations, individual support, group discussion, review and tasting.					
<b>4.5</b>	Use effective systems for the safe use of high, medium and low risk ingredients and equipment in the classroom, considering the management of the size of the group activity, positioning and number of equipment, supervision level required, appropriate selection of ingredients and equipment for ability.					
<b>4.6</b>	Manage a complex range of simultaneous activities within the time constraints of lessons, ensuring safe and successful dishes for all pupils, and differentiation and individual progress.					
<b>4.7</b>	Use effective systems for getting pupils ready to cook, increasing their independence and decision-making skills.					
<b>4.8</b>	Allow pupils to choose and personalise cooking activities, encouraging independence and decision-making skills.					
<b>4.9</b>	Organise safe and successful sensory evaluation processes and sessions.					
<b>4.10</b>	Manage support staff (technician and/or teaching assistants) effectively.					

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<b>5. Teaching food preparation and cooking (equipment, ingredients, food sources, functional characteristics, processes and skills).</b> When teaching, accomplished teachers:		<b>1 (Low)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 (High)</b>
<b>5.1</b>	Demonstrate a high level of competence in a wide range of food skills for effective learning (see Practical Skills Audit that follows).					
<b>5.2</b>	Explain how and why food is cooked and the functional properties of ingredients, to build up scientific understanding that underpins key food preparation and cooking processes.					
<b>5.3</b>	Select and use an appropriate range of small hand and electrical equipment safely and efficiently.					
<b>5.4</b>	Choose ingredients, taking into account their nutritional, functional and sensory properties, in addition to other factors (such as cost, seasonality, sustainability).					
<b>5.5</b>	Apply skills and understanding to plan, prepare and cook dishes/menus safely and hygienically for a healthy, varied diet.					
<b>5.6</b>	Review and make improvements to recipes to meet specific needs/requirements (such as ingredient, food skill, cooking method and portion size changes).					
<b>5.7</b>	Broaden food experiences, such as trying new ingredients and dishes.					

<b>6. Designing, making and evaluating food</b> When teaching food, accomplished teachers understand how children learn key concepts and skills, and use age/ability appropriate teaching strategies that engage learners, challenge a range of abilities, and build confidence and independence.		<b>1 (Low)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 (High)</b>
<b>6.1</b>	Exploit appropriate research strategies for food, including those from industrial practice, for example, the study of different cultures, lifestyles, and dietary analysis to understand consumer needs.					
<b>6.2</b>	Use a range of appropriate creative and innovative strategies to develop original menus, dishes and recipes.					
<b>6.3</b>	Select and use an appropriate range of small hand and electrical equipment safely and efficiently.					
<b>6.4</b>	Analyse the work of past and present food professionals to develop and broaden their understanding and experience of cooking and nutrition.					
<b>6.5</b>	Taste, evaluate and refine their ideas and dishes against specified needs, taking into account the views and					

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	requirements of the intended consumer (including sensory and dietary analysis).					
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<b>7. Promoting and applying nutrition</b>		<b>1 (Low)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 (High)</b>
When teaching food, accomplished teachers understand how children learn key concepts and skills, and use age/ability appropriate teaching strategies that engage learners, challenge a range of abilities, and build confidence and independence.						
<b>7.1</b>	Apply current healthy eating advice and understanding of people's needs to develop diets for different individuals.					
<b>7.2</b>	Define and demonstrate how to apply the principles of nutrition; that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life, and the implications of dietary excess or deficiency.					
<b>7.3</b>	Discuss the importance of energy balance and how to maintain a healthy weight throughout life.					
<b>7.4</b>	Demonstrate how to analyse a diet and make improvements.					
<b>7.5</b>	Perform nutritional analysis and use the results to plan recipes, meals and diets.					
<b>7.6</b>	Promote the benefits of a healthy diet and active lifestyle throughout their teaching.					

<b>8. Applying aspects of consumer awareness (food origin, food choice, food labelling)</b>		<b>1 (Low)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 (High)</b>
When teaching food, accomplished teachers understand how children learn key concepts and skills, and use age/ability appropriate teaching strategies that engage pupils, challenge a range of abilities, build confidence and independence.						
<b>8.1</b>	Examine where and how a variety of ingredients are grown, reared, caught, and processed, and consider sustainability and the impact of different choices on the environment.					
<b>8.2</b>	Describe how preparation and cooking affect the sensory and nutritional properties of the ingredients.					
<b>8.3</b>	Recognise the wide range of factors involved in food and drink choice, including influences such as preference, ethical belief, availability, season, need, cost, packaging, food provenance, culture, religion, allergy/intolerance, advertising, body image and peer pressure.					

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<b>8.4</b>	Demonstrate how to make informed choices to achieve a healthy, balanced diet (such as by using food labels, ingredient lists, nutrition information and health claims).					
<b>8.5</b>	Explore a range of ingredients and processes from different culinary traditions, know their distinctive features and characteristics (traditional and modern variations of recipes, cooking methods, presentation and eating patterns), and demonstrate how to use this to inspire new ideas or modify existing recipes.					
<b>8.6</b>	Explain how taste receptors and the olfactory system work and how sensory perception guides the choices that people make. Set up sensory panels to analyse and evaluate food.					

<b>9. Implementing good food safety and hygiene</b>		<b>1 (Low)</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 (High)</b>
When teaching food, accomplished teachers understand how children learn key concepts and skills and use age/ability appropriate teaching strategies that engage learners, challenge a range of abilities, and build confidence and independence.						
<b>9.1</b>	Demonstrate and apply the principles of cleaning, preventing cross-contamination, safe storage of food, including chilling, cooking food thoroughly and reheating food until it is steaming hot.					
<b>9.2</b>	Apply food safety information on food labels when buying, storing and consuming food and drinks.					
<b>9.3</b>	Describe food poisoning and its symptoms, and undertake preventative measures to reduce the risk of illness through bacterial contamination and multiplication.					
<b>9.4</b>	Recognise common allergens and demonstrate how to take preventative measures to reduce the risk of contamination and allergic reaction.					
<b>9.5</b>	Understand the importance of good food safety and hygiene, including knowing how to get ready to cook (such as having hair tied back, removing jewellery and nail varnish, thoroughly washing and drying hands before and after handling food, and wearing a clean apron).					
<b>9.6</b>	Model exemplary practical skills and food safety and hygiene processes, including personal hygiene.					

Department for Education: Food Teaching Secondary Guidelines

### Audit 2: Practical Food Skills

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## Students aged 11 to 14 years

- Below is a list of the food skills commonly used by students aged 11 – 14 years.
- For each food skill, rate your experience in use/demonstration (1 = no experience, 6 = highly experienced).

Food skills	Personal rating (1 to 6)	Short reflection – how/where was the skill development used?
Boil/simmer (heat control)		
Bridge hold		
Claw grip		
Combine/mix		
Core		
Cream		
Decorate		
Food skills	Personal rating (1 to 6)	Short reflection – how/where was the skill development used?
Divide and shape		
Drain		
Form a dough		
Fry		
Grate		
Handle/cook raw meat/fish		
Juice		
Knead		
Layer		
Peel		
Roll-out		
Rub-in		
Safe use of a kettle		
Safe use of electrical equipment		
Safe use of the grill		
Safe use of the hob		
Safe use of the oven		
Sift		
Snip (use of scissors)		
Spread		

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Stir		
Weigh and measure		
Whisk		

### Students aged 14 to 16 years

- Below is a list of the food skills identified from GCSE Food Preparation and Nutrition (as an example), to be demonstrated by students aged 14 – 16 years.
- For each food skill, rate your experience in use/demonstration (1 = no experience, 6 = highly experienced).

Food skills	Personal rating (1 to 6)	Short reflection – how/where was the skill development used?
Knife skills, e.g. fillet a chicken breast, portion a chicken, fillet fish		
Prepare fruit and vegetables		
Food skills	Personal rating (1 to 6)	Short reflection – how/where was the skill development used?
Prepare combine and shape		
Tenderise and marinate		
Select and adjust a cooking process		
Weigh and measure accurately		
Preparation of ingredients and equipment		
Use of equipment, e.g. blender, food processor, mixer and microwave		
Water based methods using the hob, e.g. steaming, boiling and simmering, blanching, poaching		
Dry heat and fat based methods using the hob, e.g. dry frying, pan (shallowing frying), stir frying		
Using the grill, e.g. char, grill or toast		
Using the oven, e.g. baking, roasting, casseroles and/or tagines, braising		
Make sauces, e.g. blended white sauce (roux and all in one), reduction sauce, emulsion sauce		
Set a mixture – removal of heat (gelation)		
Set a mixture – heating (coagulation)		

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Use of raising agents, e.g. use egg (colloidal foam), chemical raising agents, steam (choux pastry, batter)		
Make a dough, e.g. shortening, gluten formation, fermentation (proving) for bread, pastry and pasta		
Shaping and finishing a dough		
Test for readiness		
Judge and manipulate sensory properties, e.g. how to taste and season, change taste and aroma, change texture and flavour, presentation, food styling and portioning		

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